

The Christian School (Takeley)

DFE No. 881/6041
Registered Charity No. 1148518
Company Limited by Guarantee No. 8165830



Health and Safety Policy: The Equality Act (2010)

Equality Act and Pupils.

We intend that all pupils admitted to the school:

- can participate in school life in the classroom
- have access to the school curriculum
- can participate in activities in breaks, lunchtime and beyond the school day
- feel part of the life of the school
- are included by their peers
- never experience discrimination, harassment or victimization towards them as a result of gender, faith, race, disability, pregnancy or maternity, or gender reassignment. **(Known as “Protected characteristics”)**

Our aim is to ensure that:

- parents feel confident that their child is able to have a full and active part of the life of the school
- staff feel confident working with all pupils

We undertake to make all reasonable adjustments to ensure that we meet these aims.

The school has a School Accessibility Plan and as part of this we set and review Equality Objectives.

Disability and Equality.

When deciding if an adjustment is necessary and is reasonable in order to avoid placing disabled pupils at a substantial disadvantage, the school will consider the potential impact on disabled pupils otherwise, in terms of:

- indignity, inconvenience or discomfort
- loss of opportunity
- diminished progress;
- weighed against
- effect on other pupils / parents / staff
- cost

The school will plan to make reasonable adjustments for disabled pupils at different levels of school life:

- For the individual disabled pupil
- Within the curriculum
- In its practices and procedures
- In its policies

It is understood that to make reasonable adjustments the school will need to:

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and practitioners
- Identify practical solutions through a problem solving approach

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- Ensure that staff have the necessary skills
- Monitor the effects of adjustments on a pupil's progress

The Schools will seek to include in evaluating reasonable adjustments:

- The Trustees
- The Head teacher
- The SEN Team
- Teachers and all other staff
- The Parents
- The Child

In deciding what is “reasonable” some of the following factors might be taken into account:

- how effective any steps would be in overcoming the identified problem
- how practicable it would be for the school to take these steps
- how disruptive taking the steps would be
- the financial and other costs of making the adjustment
- the extent of the school’s financial and other resources
- the amount of any resources already spent on making adjustments
- the availability of financial or other assistance.

The school will be guided by this.

Protected Characteristics and Equality

The equality Act lists the following as protected characteristics: *Gender, Sexual Orientation, Pregnancy / Maternity, Disability, Gender reassignment, Religion, Race and age.*

The law allows for positive discrimination towards pupils who have any of these protected characteristics in any circumstance where this will enable them to participate fully with others or where this will ensure that they are not negatively impacted as a result of their protected characteristic.

As a school we undertake to take all reasonable steps to ensure that no pupils experience discrimination as a result of these characteristics.

The ethos of the school is to value highly the worth of each individual for who they are; and to welcome and nurture each child in the school.

All staff complete the Educare “Equality and Discrimination” training.

Equality Act and Employment of Staff

Aspects of the Equality Act which relate to employment and care of staff can be found in the Employment Policy.

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The School Accessibility Plan

- 1) In planning all activities and improvements to the school; the Trustees and Senior Leadership Team will have regard to the following:
 - a) increasing the extent to which any disabled pupil can participate in the school's curriculum,
 - b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school,
 - c) and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- 2) A risk assessment will be carried out for each pupil with a disability and where there are problems the school body will be made aware of the need for solutions and action plans drawn up to include the trustees, the Headteacher, the staff and the pupils.
- 3) Where useful information or assistance can be found through external bodies and agencies, the school aims to actively seek out and make use of any materials and advice that these services may offer.
- 4) This plan needs everyone to take the lead in respect of accessibility within their area of responsibility; access to the curriculum is in the hands of the teachers; access to the pastoral life of the school is in the hands of those with pastoral responsibilities; and responsibility for overseeing the plan rests with the Headteacher and Trustees.
- 5) The Headteacher and Senior Leadership Team will work towards effective use of learning support to be measured against the School's Curriculum Foundations and the Equality Act and actively seek training opportunities relative to assessed need
- 6) The School will look at the School Environment with respect to each disabled pupil and their needs and views and those of their parents will be collated and consulted when opportunities for improvements or alterations are considered.
- 7) The School will include access considerations;
 - a) Where curriculum development is planned
 - b) where building works are planned
 - c) when ordering books, equipment or materials
- 8) The School will set Equality Objectives and report on progress towards these on an annual basis (please see separate document: "Equality Act: Our Current Objectives and performance data")
- 9) The school will analyse and publish performance data in order to comply with government guidelines to demonstrate the school's compliance with the PSED. (please see separate document: "Equality Act: Our Current Objectives and performance data")
- 10) The school publishes our Admissions, Employment, Equality, SEN and Bullying Policies on the website.

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Addenda

With respect to the *Data Protection Act 1998* the school will:

- ask permission to pass on information necessary for making reasonable adjustments;
- alert pupils and parents to the use that will be made of information when asking them to disclose disability on application, enrolment or examination forms;
- ensure appropriate procedures are in place to keep sensitive and other personal information confidential.
- Should a request for confidentiality under the Disability Discrimination Act be made, information may not, from that point, be passed on for the purposes of making reasonable adjustments.

With respect to the *Health and Safety at Work Act 1974* and related regulations, the school will undertake a risk assessment to set out any risks to staff and others, including pupils and users of services, and what control measures will be taken to reduce those risks. Control measures to reduce risk may include:

- procedures for lifting pupils and equipment
- guidance on visits to pupils in their homes
- appropriate training and guidance for staff
- keeping passageways and means of access and egress clear and hazard-free
- minimising the risk posed by any machinery or hazardous substances (including any stored medicines)
- procedures for the safe disposal of waste and safe practices in first aid
- adequate procedures for monitoring and auditing to ensure that health and safety practices are operating properly.
- provision of personal or intimate care.

The risk assessment process carried out to comply with health and safety legislation may provide an opportunity to consider adjustments required by the Act.

With respect to the *Fire Precautions Act 1971* and related regulations, the school will ensure adequate warning in the case of fire and the safe egress of people from buildings to a place of safety in the case of a fire. The School does not have to make physical alterations or provide auxiliary aids however, where possible, the school will make provision for disabled people through changes to policies, practices and procedures to ensure that fire regulations are not breached.

Reviewed August 2015